Indexes

Volume 101 September 2011–July 2012

Author Index

Agiro, Christa Preston. [See Johnson, Angela Beumer, Linda Augustus, and Christa Preston Agiro]

Alayachew, David. What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? (Student Voices). July 28–29.

Albers, Peggy. [See Greene, Katie, and Peggy Albers]

Almeda, Cheryl H. Dismantling Bullying with a Class Magazine: Creating Connections and Community. July 81.

Alsup, Janet. CEE and Life as an English Educator. September 121–22.

Annable, Jill. Becoming Self-Editors: Using Metacognition to Improve Students' Grammar Knowledge (Research for the Classroom). January 89–91.

Ansbach, Jennifer. Long-Term Effects of Bullying: Promoting Empathy with Nonfiction. July 87–92.

Appleman, Deborah. The Living Library of NCTE. September 48–52.

Atkins, Janet. Reading and Writing with Purpose: In and Out of School (From the Secondary Section). November 12–13.

Augustus, Linda. [See Johnson, Angela Beumer, Linda Augustus, and Christa Preston Agiro]

Bach, Jacqueline. [See deGravelles, Karin H., et al.]

Batzler, L. A. A hundred things she's not (Poetry). July 63.

Bauer, Sara. When I Stopped Writing on Their Papers: Accommodating the Needs of Student Writers with Audio Comments. November 64–67.

Beckelhimer, Lisa. Purpose beyond Their Years: Students Analyze Future Genres. November 50–56.

Bintz, William P. Using Parody to Read and Write Original Poetry. May 72–79.

Bizzaro, Resa Crane. A Community of Scholars: The Native American Caucus. September 91–92.

Blasingame, James, Jr., Alleen Pace Nilsen, and Don L. F. Nilsen. 2010 Honor List: A Small, Small World. November 17–24.

Bomer, Randy. What Makes a Teaching Moment: Spheres of Influence in Professional Activity. September 56–62.

Bott, C. J. [See King, A.S., and C. J. Bott]

Botzakis, Stergios G. [See Burns, Leslie David, and Stergios G. Botzakis]

Brass, Jory. Rereading English's Past and Present through *English Journal,* 1912 and 2012. January 45–49.

Brimhall, Robbin Jack. Talking Video Games with my Stepson, 12 Years Old (Poetry). November 73.

Broz, Bill. [See Zancanella, Don, et al.]

Buckelew, Mary. [See Zancanella, Don, et al.]

Burke, Jim. Connecting the Classroom, Community, and Curriculum (*EJ* in Focus). March 17–28.

Burns, Leslie David, and Stergios G. Botzakis. Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies. May 23–29.

Bush, Jonathan, and Leah Zuidema. Professional Writing in the English Classroom. November 93–96, March 97–100, July 100–03.

Cavanaugh, Alesha. [See deGravelles, Karin H., et al.]

Chadwick, Jocelyn A. Green Pens, Marginal Notes: Rethinking Writing and Student Engagement (From the Secondary Section). May 15–16.

Childers, Katina D. What Literature Fosters the Examination of Bullying Behaviors? (Teacher to Teacher). July 26–27.

Ching, Stuart. Cultural Memory in the Classroom Public Space. September 89–90.

Chisholm, James S., and Brandie Trent. "Everything . . . Affects Everything": Promoting Critical Perspectives toward Bullying with *Thirteen Reasons Why.* July 75–80.

Christenbury, Leila. Editor's Retrospective: What I Learned from My Betters. January 58–59.

Christenbury, Leila. Then and Now: The Thoughts of NCTE Members in 1960 and in 2010. September 133–38.

Coffey, Heather. Rethinking Mentor Relationships (Mentoring Matters). March 94–96.

Connolly, Maureen, and Vicky Giouroukakis. Cyberbullying: Taking Control through Research-Based Letter Writing. July 70–74.

Consalvo, Annamary. What Literature Fosters the Examination of Bullying Behaviors? (Teacher to Teacher). July 26–27.

D'Angelo, Rebecca. [See McCann, Thomas M., Rebecca D'Angelo, Marjorie Hillocks, Nancy Galas, and Laura Ryan]

Dayton-Wood, Laren Hammonds, Lisa Matherson, and Leah Tollison. Bridging Gaps and Preserving Memories through Oral History Research and Writing. March 77–82.

Dean, Deborah, and Adrienne Warren. Informal and Shared: Writing to Create Community. March 50–54.

deGravelles, Karin H., et al. Novelzine: Reading and Writing Community. March 55–63.

DelliCarpini, Margo. Success with ELLs. January 92–94, May 97–101.

DeMeo, Beth. Dead Sea Squirrels (Poetry). March 104.

DiMarzio, Erica, and Ryan Dippre. Creative and Critical Engagement: Constructing a Teen Vision of the World. November 25–29.

DiPardo, Anne. Researching Practice and Practicing Research. September 101–02.

Dippre, Ryan. [See DiMarzio, Erica, and Ryan Dippre]

Dippre, Ryan. Open Support and Open Space (Mentoring Matters). January 86–88.

Donelson, Kenneth. [See Nilsen, Alleen Pace, and Kenneth Donelson]

Edmondson, Elizabeth. Wiki Literature Circles: Creating Digital Learning Communities. March 43–49.

Edmondson, Jacqueline. Constructing and Engaging Biography: Considerations for High School English Teachers. May 44–50.

Esposito, Lauren. Where to Begin? Using Place-Based Writing to Connect Students

with Their Local Communities. March 70–76.
Falkner, Shannon. "Signs of Life" in the High School Classroom: Analyzing Popular Culture to Provide Student Choice in Analytical Writing. November 44–49.
Fernbach, Peter. Best Art is Force(d) (Poetry). March 89.
Fleischer, Cathy, and Kimberly Coupe Pavlock. Inviting Parents In: Expanding Our Community Base to Support Writing. March 29–36.
Franzak, Judi. [See Zancanella, Don, et al.]
Galas, Nancy. [See McCann, Thomas M., Rebecca D'Angelo, Marjorie Hillocks, Nancy Galas, and Laura Ryan]
Garcia, Antero. "Like Reading" and Literacy Challenges in a Digital Age (Adventures with Text and Beyond). July 93–96.
Garland, Kathy. Analyzing Classroom Literacy Events: What Observing Classroom Conversations about Popular Culture Can Reveal about Reading (Research for the Classroom). July 104–06.
Gerber, Hannah R., and Debra P. Price. Twenty-First-Century Adolescents, Writing, and New Media: Meeting the Challenge with Game Controllers and Laptops. November 68–73.
Gerlach, Jeanne Marcum. An Extraordinary Century for Women. September 69–75.
Gillespie, Joanne S. And the Winner Is . . . Choosing a Middle School Author Laureate. May 80–84.
Giouroukakis, Vicky. [See Connolly, Maureen, and Vicky Giouroukakis]
Gleason-Sutton, Elizabeth. [See Ostenson, Jonathan, and Elizabeth Gleason-Sutton]
Goering, Christian Z. Still Battling the Surf: Teaching English after 100 Years (From the Secondary Section). January 16–18.
Goodman, Yetta M. Sixty Years of Language Arts Education: Looking Back in Order to Look Forward. September 17–25.
Gorlewski, Julie. Research for the Classroom. November 97–100, January 89–91, March 101–03, May 93–96, July 104–06.
Graff, Tasha. Perfect Circle (Poetry). March 16.
Greene, Katie. Making Writing Matter: Student Choice and Professional Writing (Professional Writing in the English Classroom). November 95–96.
Greene, Katie, and Peggy Albers. Constructions of Students in *English Journal* from 1970 to the Present. January 77–83.
Greene, Katie, and Karen Conn Mitcham. Community in the Classroom (From the Secondary Section). March 13–15.
Gulla, Amanda N. Putting the "Shop" in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School. May 57–62.
Gulla, Amanda Nicole. Make Room for Our Voices: Using Poetry in Professional Development for Secondary ESL and ELA Teachers (Success with ELLs). January 92–94.
H, Mr. Call It What It Is: Confronting the Teacher-on-Teacher Bully Down the Hall. July 64–69.
Haas, Kay Parks. Making the NCTE Centennial Celebration a Personal Event (From the Secondary Section). September 12–14.
Haas, Kay Parks. Mentoring New Teachers by Empowering the "Peeps" (From the Secondary Section). May 12–14.
Hale, Debra. [See deGravelles, Karin H., et al.]
Hall, Allisa Abraham. The Boys Who Fish (Poetry). March 28.
Hammonds, Laren. [See Dayton-Wood, Laren Hammonds, Lisa Matherson, and Leah Tollison]
Haskins, Jeannette. Making Magic with YAL (Teaching Young Adult Literature). November 101–04.
Haughey, Joseph. "What's Past Is Prologue": *English Journal* Roots of a Performance-Based Approach to Teaching Shakespeare. January 60–65.
Hayn, Judith A. Finding a Professional Home through CEE Commissions. September 119–20.
Hebert, Angelle. [See deGravelles, Karin H., et al.]
Henkin, Roxanne. Confronting Bullying: It Really Can Get Better (Speaking My Mind). July 100–03.
Henkin, Roxanne. Creating a Safe Zone: LGBTQ Work in NCTE. September 76–79.
Hettich, Michael. First Day of Class (Poetry). November 16.
Heveron-Smith, Mary. Punctuation: The Power and the Possibilities (Research for the Classroom). March 101–03.
Hewett, Beth L. Doing vs. Being: Working Hard for NCTE/CCCC. September 117–18.
Hicks, Troy, Carl A. Young, Sara Kajder, and Bud Hunt. Same as It Ever Was: Enacting the Promise of Teaching, Writing, and New Media. January 68–74.
Hillocks, Marjorie. [See McCann, Thomas M., Rebecca D'Angelo, Marjorie Hillocks, Nancy Galas, and Laura Ryan]
Hinton, KaaVonia. Good Things Come to Those Who Attend the NCTE Annual Convention. September 86–87.
Holmes, Ashley J. Debates from the Past, Conversations about Our Future: Exploring the Early Issues of *English Journal*. January 36–41.
Hunt, Bud. [See Hicks, Troy, Carl A. Young, Sara Kajder, and Bud Hunt]
Hyde, Yvette. [See deGravelles, Karin H., et al.]
Ife, Fahima. Powerful Writing: Promoting a Political Writing Community of Students. March 64–69.
Isaac, Megan Lynn. "I Hate Group Work!" Social Loafers, Indignant Peers, and the Drama of the Classroom. March 83–89.
Jago, Carol. Never More Crucial: Support for the Learning and Teaching of English. September 46–47.
Johnson, Angela Beumer, Linda Augustus, and Christa Preston Agiro. Beyond Bullying: Pairing Classics and Media Literacy. July 56–63.
Jozefowski, Karin. [See Zancanella, Don, et al.]
Kahl, Dorene. [See Zancanella, Don, et al.]
Kajder, Sara. [See Hicks, Troy, Carl A. Young, Sara Kajder, and Bud Hunt]
Kimbrough, Monica. [See deGravelles, Karin H., et al.]
King, A.S., and C. J. Bott. A.S. King and C. J. Bott Talk about Bullying. July 50–54.
Kinloch, Valerie. Reflecting on Cultivating New Voices among Scholars of Color. September 83–85.
Kissau, Scott. [See Salas, Spencer, and Scott Kissau]
Kist, William. From Queen Mab to Big Boy: A Century of "New" Literacies. September 93–100.
Kleijwegt, Danielle. [See Wolfe, Paula, and Danielle Kleijwegt]
Korneliussen, Kristin. Using *Warriors Don't Cry* in a Capstone Project to Combat Bullying. July 44–49.
Koshnick, Damian C. [See Spalding, Elizabeth, Damian C. Koshnick, and Miles Myers]
Krim, N. C. Re: Unidentified Dyslexic in English 222 (Poetry). July 55.
Letcher, Mark. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88–92.
Lieberstein-Solera, Fabiola. [See Meyer, Tom, Martha Young, and Fabiola Lieberstein-Solera]
Lindblom, Ken. Editor's Retrospective. January 84–85.
Lindblom, Ken. From the Editor. September 10–11, November 10–11, January 13–15, March 11–12, May 10, July 12.
Logan, Shirley Wilson. Sustaining NCTE Values. September 63–68.
Lucas, Amy Magnafichi. Paying Attention to Ourselves: Modeling Anti-Bullying Behavior for Students (From the Secondary Section). July 13–15.
Mack, Nancy. Bullying Reconsidered: Educating for Emotional Literacy (*EJ* in Focus). July 18–25.
Matherson, Lisa. [See Dayton-Wood, Laren Hammonds, Lisa Matherson, and Leah Tollison]

McCann, Thomas M. Mentoring Matters. November 90–92, January 86–88, March 94–96, May 85–87, July 97–99.
McCann, Thomas M., Rebecca D'Angelo, Marjorie Hillocks, Nancy Galas, and Laura Ryan. Exploring Character through Narrative, Drama, and Argument. July 37–43.
McKeown, Brent. Decoding Teacher and Student Identity with Jay-Z (Challenging Texts). November 86–89.
McManus, Jane M. Logging In: Connecting with Secondary Students Online (Speaking My Mind). May 102–03.
Meyer, Tom, Martha Young, and Fabiola Lieberstein-Solera. Lost in Translation: Assessing Writing of English Language Learners (Research for the Classroom). May 93–96.
Middleton, Joyce Irene. Rhetorical Listening: When the Eye Defers to the Ear for Civic Discourse. September 105–07.
Miller, Donna L. Tough Talk as an Antidote to Bullying. July 30–36.
Miller, sj. Mythology of the Norm: Disrupting the Culture of Bullying in Schools (Speaking My Mind). July 107–09.
Mitcham, Karen Conn. [See Greene, Katie, and Karen Conn Mitcham]
Monseau, Virginia R. Editor's Retrospective: From Joy to Frustration and Back: A Journey of Love. January 66–67.
Moon, Shannon S. Trying on Reciprocal Teaching: A Novice's Struggle Becomes a Veteran's Success (Research for the Classroom). November 97–100.
Moore, Michael. [See Zancanella, Don, et al.]
Myers, Miles. [See Spalding, Elizabeth, Damian C. Koshnick, and Miles Myers]
Myers, Miles. Buckle Up for Interesting Times. September 33–42.
Nelms, Ben F. Celebration and Conversation, Consensus and Dissent: What NCTE Means to Me. September 26–32.
Nelms, Ben F., and Elizabeth Donnell Nelms. Editors' Retrospective. January 42–44.
Nelms, Elizabeth Donnell. [See Nelms, Ben F., and Elizabeth Donnell Nelms]
Newhouse, Kelley R., Michele L. Propper, Ruth M. Riedel, and Barbara S. Teitelzweig. Literature-Based Professional Writing: An Oxymoron Whose Time Has Come (Professional Writing in the English Classroom). March 97–100.
Nilsen, Alleen Pace. [See Blasingame, James, Jr., Alleen Pace Nilsen, and Don L. F. Nilsen]
Nilsen, Alleen Pace, and Kenneth Donelson. Editors' Retrospective. January 34–35.
Nilsen, Don L. F. [See Blasingame, James, Jr., Alleen Pace Nilsen, and Don L. F. Nilsen]
Nordseth, Anna. What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? (Student Voices). July 28–29.
Ochoa, Jennifer. Three Things I Know for Sure (From the Secondary Section). September 15–16.
O'Connor, Patricia. Waving the Yellow Flag on Data-Driven Assessment of Writing (Speaking My Mind). May 104–05.
Oringel, Susan E. Olive Juice (Poetry). May 56.
Ostenson, Jonathan, and Elizabeth Gleason-Sutton. Making the Classics Matter to Students through Digital Literacies and Essential Questions. November 37–43.
Pavlock, Kimberly Coupe. [See Fleischer, Cathy, and Kimberly Coupe Pavlock]
Perry, Jesse. Recollections of a "Reclaiming the Dream" Conference. September 88.
Pollock, Douglas. How to Plump a Paper (*EJ* Extra). March 105.
Price, Debra P. [See Gerber, Hannah R., and Debra P. Price]
Propper, Michele L. [See Newhouse, Kelley R., Michele L. Propper, Ruth M. Riedel, and Barbara S. Teitelzweig]
Pruitt, John. A Reconsideration of *College English,* November 1974: Separatists Unite! (But Has the Assimilation Begun?). September 80–82.
Reed, Dawn. This I Wish to Change: Social Awareness and Action (Professional Writing in the English Classroom). November 93–95.
Reese, Susan. Achievement Awards in Writing: The Gold Standard of Contests. September 131–32.
Reid, Louann. Editor's Retrospective. January 75–76.
Rice, Mary. Using Graphic Texts in Secondary Classrooms: A Tale of Endurance. May 37–43.
Riedel, Ruth M. [See Newhouse, Kelley R., Michele L. Propper, Ruth M. Riedel, and Barbara S. Teitelzweig]
Roberts, Mike. Teaching Young Adult Literature. November 101–04.
Robinson, Wes. Synthesis (Poetry). November 63.
Rodriguez, R. Joseph. The Literary Changes: From the Book Room to the Discovery of American Literatures and NCTE. September 53–55.
Rose, Corey. Steve (Poetry). November 24.
Rubin, Daniel Ian. Mindcrime and Doublethink: Using Music to Teach Dystopian Literature. November 74–79.
Ryan, Laura. [See McCann, Thomas M., Rebecca D'Angelo, Marjorie Hillocks, Nancy Galas, and Laura Ryan]
Salas, Spencer, and Scott Kissau. It's Just Like Dido Said: Improving the Experiences of International Teaching Colleagues (Mentoring Matters). July 97–99.
Sawch, Deb. Asking and Arguing with Fact and Fiction: Using Inquiry and Critical Literacy to Make Sense of Literature in the World. November 80–85.
Scuilli, Suzanne. [See Smith, Carol A., and Suzanne Scuilli]
Shipman, Grant. What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? (Student Voices). July 29.
Smagorinsky, Peter. NCTE & Me: Reflections on the Council's Role in One Teacher's Life. September 111–16.
Smith, Carol A., and Suzanne Scuilli. "I Can't Believe We Read This Whole Book!" How Reading for Their Own Purposes Affected Struggling Teens. November 30–36.
Smith, Rona. Production Editor's Retrospective: *EJ*'s Illustrious Design History. January 50–51.
Souto-Manning, Mariana, and Vivian M. Vasquez. Early Childhood Education Assembly: Changing the Face of Early Literacy Education within NCTE and Beyond. September 123–25.
Spalding, Elizabeth, Damian C. Koshnick, and Miles Myers. James Moffett's Legacy to *English Journal.* January 26–33.
Spangler, Susan. Finding the Golden Mean: Mentors and Student Teachers Working for Success (Mentoring Matters). May 85–87.
Spireng, Matthew J. Kneed (Poetry). July 74.
Steffel, Susan. [See Zancanella, Don, et al.]
Stewart, Mary Amanda. Juxtaposing Immigrant and Adolescent Girl Experiences: Literature for All Readers. May 17–22.
Tchudi, Stephen N. Editor's Retrospective. January 24–25.
Teitelzweig, Barbara S. [See Newhouse, Kelley R., Michele L. Propper, Ruth M. Riedel, and Barbara S. Teitelzweig]
Thomas, P. L. Adventures with Text and Beyond. March 90–93, July 93–96.
Thomas, P. L. "A Richer, Not a Narrower, Aesthetic": The Rise of New Criticism in *English Journal.* January 52–57.
Thomas, P. L. Challenging Texts. November 86–89.
Thomas, P. L. Revisiting LaBrant's "Writing Is More than Structure" (*English Journal,* May 1957). September 103–04.
Tollison, Leah. [See Dayton-Wood, Laren Hammonds, Lisa Matherson, and Leah Tollison]
Toomer, Jeanette. Through Their Eyes: Remembering September 11, 2001 (From the Secondary Section). November 14–15.
Trent, Brandie. [See Chisholm, James S., and Brandie Trent]
Tsujimoto, Joe. Angels of Death (Poetry). May 14.
Turner, Kristen Hawley. Digitalk as Community. March 37–42.
Valentino, Marilyn J. Joining TYCA at the NCTE Table: Our Roles as Guests, Speakers, Writers, and Advocates. September 126–27.
Vasquez, Vivian M. [See Souto-Manning, Mariana, and Vivian M. Vasquez]

Vepachedu, Vikas. What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? (Student Voices). July 28–29.
Villanueva, Victor. Of Kin and Community. September 108–10.
Vogel, Mark. [See Zancanella, Don, et al.]
Warren, Adrienne. [See Dean, Deborah, and Adrienne Warren]
Wells, Jennifer. They Can Get There from Here: Teaching for Transfer through a "Writing about Writing" Course. November 57–63.
Whitney, Anne Elrod. Lawnmowers, Parties, and Writing Groups: What Teacher-Authors Have to Teach Us about Writing for Publication. May 51–56.
Willis, Paul. Assessment (Poetry). November 100.
Wolfe, Paula, and Danielle Kleijwegt. Interpreting Graphic Versions of Shakespearean Plays. May 30–36.
Young, Carl A. [See Hicks, Troy, Carl A. Young, Sara Kajder, and Bud Hunt]
Young, Martha. [See Meyer, Tom, Martha Young, and Fabiola Lieberstein-Solera]
Young, Sandra. [See Zancanella, Don, et al.]
Younglove, Bill. CommuniCAT(E)ing with NCTE. September 128–30.
Zancanella, Don, et al. An *English Journal* Article That Made a Difference: A Forum. January 18–23.
Zuidema, Leah. [See Bush, Jonathan, and Leah Zuidema]
Zuidema, Leah A. Contentious Conversations. September 43–45.
Zuidema, Leah A. The Grammar Workshop: Systematic Language Study in Reading and Writing Contexts. May 63–71.

Title Index

2010 Honor List: A Small, Small World (*EJ* Extra). James Blasingame Jr., Alleen Pace Nilsen, and Don L. F. Nilsen. November 17–24.
Achievement Awards in Writing: The Gold Standard of Contests. Susan Reese. September 131–32.
Adventures with Text and Beyond. P. L. Thomas. March 90–93, July 93–96.
A hundred things she's not (Poetry). L. A. Batzler. July 63.
Analyzing Classroom Literacy Events: What Observing Classroom Conversations about Popular Culture Can Reveal about Reading (Research for the Classroom). Kathy Garland. July 104–06.
And the Winner Is . . . Choosing a Middle School Author Laureate. Joanne S. Gillespie. May 80–84.
Angels of Death (Poetry). Joe Tsujimoto. May 14.
Are You a Writing Bully? Considerations for Teachers and Students (Professional Writing in the English Classroom). Jonathan Bush and Leah Zuidema. July 100–03.
"A Richer, Not a Narrower, Aesthetic": The Rise of New Criticism in *English Journal*. P. L. Thomas. January 52–57.
Asking and Arguing with Fact and Fiction: Using Inquiry and Critical Literacy to Make Sense of Literature in the World. Deb Sawch. November 80–85.
A.S. King and C. J. Bott Talk about Bullying. A.S. King and C. J. Bott. July 50–54.
Assessment (Poetry). Paul Willis. November 100.
Becoming Self-Editors: Using Metacognition to Improve Students' Grammar Knowledge (Research for the Classroom). Jill Annable. January 89–91.
Best Art is Force(d) (Poetry). Peter Fernbach. March 89.
Beyond Bullying: Pairing Classics and Media Literacy. Angela Beumer Johnson, Linda Augustus, and Christa Preston Agiro. July 56–63.
Boys Who Fish, The (Poetry). Allisa Abraham Hall. March 28.
Bridging Gaps and Preserving Memories through Oral History Research and Writing. Amy Dayton-Wood, Laren Hammonds, Lisa Matherson, and Leah Tollison. March 77–82.
Buckle Up for Interesting Times. Miles Myers. September 33–42.
Bullying Reconsidered: Educating for Emotional Literacy (*EJ* in Focus). Nancy Mack. July 18–25.
Call It What It Is: Confronting the Teacher-on-Teacher Bully Down the Hall. Mr. H. July 64–69.
CEE and Life as an English Educator. Janet Alsup. September 121–22.
Celebration and Conversation, Consensus and Dissent: What NCTE Means to Me. Ben F. Nelms. September 26–32.
Challenging Genre, Medium, and Text—Students as Authentic Readers and Writers (Adventures with Text and Beyond). P. L. Thomas. March 90–93.
Challenging Texts. P. L. Thomas. November 86–89.
CommuniCAT(E)ing with NCTE. Bill Younglove. September 128–30.
Community in the Classroom (From the Secondary Section). Katie Greene and Karen Conn Mitcham. March 13–15.
Community of Scholars, A: The Native American Caucus. Resa Crane Bizzaro. September 91–92.
Confronting Bullying: It Really Can Get Better (Speaking My Mind). Roxanne Henkin. July 110–13.
Connecting the Classroom, Community, and Curriculum (*EJ* in Focus). Jim Burke. March 17–28.
Constructing and Engaging Biography: Considerations for High School English Teachers. Jacqueline Edmondson. May 44–50.
Constructions of Students in *English Journal* from 1970 to the Present. Katie Greene and Peggy Albers. January 77–83.
Contentious Conversations. Leah A. Zuidema. September 43–45.
Creating a Safe Zone: LGBTQ Work in NCTE. Roxanne Henkin. September 76–79.
Creative and Critical Engagement: Constructing a Teen Vision of the World. Erica DiMarzio and Ryan Dippre. November 25–29.
Cultural Memory in the Classroom Public Space. Stuart Ching. September 89–90.
Cyberbullying: Taking Control through Research-Based Letter Writing. Maureen Connolly and Vicky Giouroukakis. July 70–74.
Dead Sea Squirrels (Poetry). Beth DeMeo. March 104.
Debates from the Past, Conversations about Our Future: Exploring the Early Issues of *English Journal*. Ashley J. Holmes. January 36–41.
Decoding Teacher and Student Identity with Jay-Z (Challenging Texts). Brent McKeown. November 86–89.
Digitalk as Community. Kristen Hawley Turner. March 37–42.
Dismantling Bullying with a Class Magazine: Creating Connections and Community. Cheryl H. Almeda. July 81–86.
Doing vs. Being: Working Hard for NCTE/CCCC. Beth L. Hewett. September 117–18.
Early Childhood Education Assembly: Changing the Face of Early Literacy Education within NCTE and Beyond. Mariana Souto-Manning and Vivian M. Vasquez. September 123–25.
Editor's Retrospective. Ken Lindblom. January 84–85.
Editor's Retrospective. Louann Reid. January 75–76.
Editor's Retrospective. Stephen N. Tchudi. January 24–25.
Editor's Retrospective: From Joy to Frustration and Back: A Journey of Love. Virginia R. Monseau. January 66–67.
Editor's Retrospective: What I Learned from My Betters. Leila Christenbury. January 58–59.

Editors' Retrospective. Alleen Pace Nilsen and Kenneth Donelson. January 34–35.
Editors' Retrospective. Ben F. Nelms and Elizabeth Donnell Nelms. January 42–44.
English Journal Article That Made a Difference, An: A Forum. Don Zancanella, Comp. January 19–23.
"Everything . . . Affects Everything": Promoting Critical Perspectives toward Bullying with *Thirteen Reasons Why*. James S. Chisholm and Brandie Trent. July 75–80.
Exploring Character through Narrative, Drama, and Argument. Thomas M. McCann, Rebecca D'Angelo, Marjorie Hillocks, Nancy Galas, and Laura Ryan. July 37–43.
Extraordinary Century for Women, An. Jeanne Marcum Gerlach. September 69–75.
Finding a Professional Home through CEE Commissions. Judith A. Hayn. September 119–20.
Finding the Golden Mean: Mentors and Student Teachers Working for Success (Mentoring Matters). Susan Spangler. May 85–87.
First Day of Class (Poetry). Michael Hettich. November 16.
From Queen Mab to Big Boy: A Century of "New" Literacies. William Kist. September 93–100.
From the Editor. Ken Lindblom. September 10–11, November 10–11, January 13–15, March 11–12, May 10–11, July 12.
Good Things Come to Those Who Attend the NCTE Annual Convention. KaaVonia Hinton. September 86–87.
Grammar Workshop, The: Systematic Language Study in Reading and Writing Contexts. Leah A. Zuidema. May 63–71.
Green Pens, Marginal Notes: Rethinking Writing and Student Engagement (From the Secondary Section). Jocelyn A. Chadwick. May 15–16.
How to Plump a Paper (*EJ* Extra). Douglas Pollock. March 105.
"I Can't Believe We Read This Whole Book!" How Reading for Their Own Purposes Affected Struggling Teens. Carol A. Smith and Suzanne Scuilli. November 30–36.
"I Hate Group Work!" Social Loafers, Indignant Peers, and the Drama of the Classroom. Megan Lynn Isaac. March 83–89.
Informal and Shared: Writing to Create Community. Deborah Dean and Adrienne Warren. March 50–54.
Interpreting Graphic Versions of Shakespearean Plays. Paula Wolfe and Danielle Kleijwegt. May 30–36.
Inviting Parents In: Expanding Our Community Base to Support Writing. Cathy Fleischer and Kimberly Coupe Pavlock. March 29–36.
It's Just Like Dido Said: Improving the Experiences of International Teaching Colleagues (Mentoring Matters). Spencer Salas and Scott Kissau. July 97–99.
James Moffett's Legacy to *English Journal*. Elizabeth Spalding, Damian C. Koshnick, and Miles Myers. January 26–33.
Joining TYCA at the NCTE Table: Our Roles as Guests, Speakers, Writers, and Advocates. Marilyn J. Valentino. September 126–27.
Juxtaposing Immigrant and Adolescent Girl Experiences: Literature for All Readers. Mary Amanda Stewart. May 17–22.
Kneed (Poetry). Matthew J. Spireng. July 74.
Lawnmowers, Parties, and Writing Groups: What Teacher-Authors Have to Teach Us about Writing for Publication. Anne Elrod Whitney. May 51–56.
"Like Reading" and Literacy Challenges in a Digital Age (Adventures with Text and Beyond). Antero Garcia. July 93–96.
Literary Changes, The: From the Book Room to the Discovery of American Literatures and NCTE. R. Joseph Rodriguez. September 53–55.
Literature-Based Professional Writing: An Oxymoron Whose Time Has Come (Professional Writing in the English Classroom). Kelley R. Newhouse, Michele L. Propper, Ruth M. Riedel, and Barbara S. Teitelzweig. March 97–100.
Living Library of NCTE, The. Deborah Appleman. September 48–52.
Logging In: Connecting with Secondary Students Online (Speaking My Mind). Jane M. McManus. May 102–03.
Long-Term Effects of Bullying: Promoting Empathy with Nonfiction. Jennifer Ansbach. July 87–92.
Lost in Translation: Assessing Writing of English Language Learners (Research for the Classroom). Tom Meyer, Martha Young, and Fabiola Lieberstein-Solera. May 93–96.
Make Room for Our Voices: Using Poetry in Professional Development for Secondary ESL and ELA Teachers (Success with ELLs). Amanda Nicole Gulla. January 92–94.
Making Magic with YAL (Teaching Young Adult Literature). Jeannette Haskins. November 101–04.
Making the Classics Matter to Students through Digital Literacies and Essential Questions. Jonathan Ostenson and Elizabeth Gleason-Sutton. November 37–43.
Making the NCTE Centennial Celebration a Personal Event (From the Secondary Section). Kay Parks Haas. September 12–14.
Making Writing Matter: Student Choice and Professional Writing (Professional Writing in the English Classroom). Katie Greene. November 95–96.
Mentoring Matters. Thomas M. McCann. November 90–92, January 86–88, March 94–96, May 85–87, July 97–99.
Mentoring New Teachers by Empowering the "Peeps" (From the Secondary Section). Kay Parks Haas. May 12–14.
Mindcrime and Doublethink: Using Music to Teach Dystopian Literature. Daniel Ian Rubin. November 74–79.
Mythology of the Norm: Disrupting the Culture of Bullying in Schools (Speaking My Mind). sj Miller. July 107–09.
NCTE & Me: Reflections on the Council's Role in One Teacher's Life. Peter Smagorinsky. September 111–16.
Never More Crucial: Support for the Learning and Teaching of English. Carol Jago. September 46–47.
Novelzine: Reading and Writing Community. Karin H. deGravelles, Jacqueline Bach, Yvette Hyde, Angelle Hebert, Debra Hale, Alesha Cavanaugh, and Monica Kimbrough. March 55–63.
Off the Shelves. Mark Letcher. May 88–92.
Of Kin and Community. Victor Villanueva. September 108–10.
Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). Mark Letcher. May 88–92.
Olive Juice (Poetry). Susan E. Oringel. May 56.
Open Support and Open Space (Mentoring Matters). Ryan Dippre. January 86–88.
Paying Attention to Ourselves: Modeling Anti-Bullying Behavior for Students (From the Secondary Section). Amy Magnafichi Lucas. July 13–15.
Perfect Circle (Poetry). Tasha Graff. March 16.
Powerful Writing: Promoting a Political Writing Community of Students. Fahima Ife. March 64–69.
Production Editor's Retrospective: *EJ*'s Illustrious Design History. Rona Smith. January 50–51.
Professional Writing in the English Classroom. Jonathan Bush and Leah Zuidema. November 93–96, March 97–100, July 100–03.
Punctuation: The Power and the Possibilities (Research for the Classroom). Mary Heveron-Smith. March 101–03.
Purpose beyond Their Years: Students Analyze Future Genres. Lisa Beckelhimer. November 50–56.
Putting the "Shop" in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School. Amanda N. Gulla. May 57–62.
Reading and Writing with Purpose: In and Out of School (From the Secondary Section). Janet Atkins. November 12–13.
Recollections of a "Reclaiming the Dream" Conference. Jesse Perry. September 88.

Reconsideration of *College English,* November 1974, A: Separatists Unite! (But Has the Assimilation Begun?). John Pruitt. September 80–82.
Reflecting on Cultivating New Voices among Scholars of Color. Valerie Kinloch. September 83–85.
Rereading English's Past and Present through *English Journal,* 1912 and 2012. Jory Brass. January 45–49.
Research for the Classroom. Julie Gorlewski. November 97–100, January 89–91, March 101–03, May 93–96, July 104–06.
Researching Practice and Practicing Research. Anne DiPardo. September 101–02.
Rethinking Mentor Relationships (Mentoring Matters). Heather Coffey. March 94–96.
Re: Unidentified Dyslexic in English 222 (Poetry). N. C. Krim. July 55.
Revisiting LaBrant's "Writing Is More than Structure" (*English Journal,* May 1957). P. L. Thomas. September 103–04.
Rhetorical Listening: When the Eye Defers to the Ear for Civic Discourse. Joyce Irene Middleton. September 105–07.
Same as It Ever Was: Enacting the Promise of Teaching, Writing, and New Media. Troy Hicks, Carl A. Young, Sara Kajder, and Bud Hunt. January 68–74.
"Signs of Life" in the High School Classroom: Analyzing Popular Culture to Provide Student Choice in Analytical Writing. Shannon Falkner. November 44–49.
Sixty Years of Language Arts Education: Looking Back in Order to Look Forward. Yetta M. Goodman. September 17–25.
Steve (Poetry). Corey Rose. November 24.
Still Battling the Surf: Teaching English after 100 Years (From the Secondary Section). Christian Z. Goering. January 16–18.
Student Writers as Problem Solvers in Literature Classrooms (Professional Writing in the English Classroom). Jonathan Bush and Leah Zuidema. November 93–96.
Success with ELLs. Margo DelliCarpini. January 92–94, May 97–101.
Sustaining NCTE Values. Shirley Wilson Logan. September 63–68.
Synthesis (Poetry). Wes Robinson. November 63.
Talking Video Games with My Stepson, 12 Years Old (Poetry). Robbin Jack Brimhall. November 73.
Teaching English as a Subversive Activity: Advice for New Teachers (Mentoring Matters). Thomas M. McCann. November 90–92.
Teaching Young Adult Literature. Mike Roberts. November 101–04.
Then and Now: The Thoughts of NCTE Members in 1960 and in 2010. Leila Christenbury. September 133–38.
They Can Get There from Here: Teaching for Transfer through a "Writing about Writing" Course. Jennifer Wells. November 57–63.
This I Wish to Change: Social Awareness and Action (Professional Writing in the English Classroom). Dawn Reed. November 93–95.
Three Things I Know for Sure (From the Secondary Section). Jennifer Ochoa. September 15–16.
Through Their Eyes: Remembering September 11, 2001 (From the Secondary Section). Jeanette Toomer. November 14–15.
Tough Talk as an Antidote to Bullying. Donna L. Miller. July 30–36.
Trying on Reciprocal Teaching: A Novice's Struggle Becomes a Veteran's Success (Research for the Classroom). Shannon S. Moon. November 97–100.
Twenty-First-Century Adolescents, Writing, and New Media: Meeting the Challenge with Game Controllers and Laptops. Hannah R. Gerber and Debra P. Price. November 68–73.
Using Graphic Texts in Secondary Classrooms: A Tale of Endurance. Mary Rice. May 37–43.
Using Parody to Read and Write Original Poetry. William P. Bintz. May 72–79.
Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies. Leslie David Burns and Stergios G. Botzakis. May 23–29.
Using *Warriors Don't Cry* in a Capstone Project to Combat Bullying. Kristin Korneliussen. July 44–49.
Waving the Yellow Flag on Data-Driven Assessment of Writing (Speaking My Mind). Patricia O'Connor. May 104–05.
We Are All Writers! Building Second Language Writing Skills in the ELA Classroom (Success with ELLs). Margo DelliCarpini. May 97–101.
What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? (Student Voices). Anna Nordseth; Vikas Vepachedu; Grant Shipman; David Alayachew. July 28–29.
What Literature Fosters the Examination of Bullying Behaviors? (Teacher to Teacher). Katina D. Childers; Annamary Consalvo. July 26–27.
What Makes a Teaching Moment: Spheres of Influence in Professional Activity. Randy Bomer. September 56–62.
"What's Past Is Prologue": *English Journal* Roots of a Performance-Based Approach to Teaching Shakespeare. Joseph Haughey. January 60–65.
When I Stopped Writing on Their Papers: Accommodating the Needs of Student Writers with Audio Comments. Sara Bauer. November 64–67.
Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. Lauren Esposito. March 70–76.
Wiki Literature Circles: Creating Digital Learning Communities. Elizabeth Edmondson. March 43–49.

Subject Index

assessment
Buckle Up for Interesting Times. September 33–42.
Waving the Yellow Flag on Data-Driven Assessment of Writing (Speaking My Mind). May 104–05.
at-risk learners
Juxtaposing Immigrant and Adolescent Girl Experiences: Literature for All Readers. May 17–22.
Lost in Translation: Assessing Writing of English Language Learners (Research for the Classroom). May 93–96.
Putting the "Shop" in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School. May 57–62.
authentic assessment (see Students Reading and Writing for Their Own Purposes [November theme])
biography
Constructing and Engaging Biography: Considerations for High School English Teachers. May 44–50.
book reviews
Decoded. Decoding Teacher and Student Identity with Jay-Z (Challenging Texts). November 86–89.
Decoding Teacher and Student Identity with Jay-Z (Challenging Texts). November 86–89.
book reviews, young adult literature
2010 Honor List: A Small, Small World (*EJ* Extra). November 17–24.
Confessions of a Triple Shot Betty. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 91.
Enter Three Witches. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 89.
Exposure. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 89–90.

Falling for Hamlet. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 90.
Girl, a Ghost, and the Hollywood Hills, A. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 90.
Hamlet. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 90.
Juliet Club, The. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 89.
Juliet Immortal. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 89.
Lady Macbeth's Daughter. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 89.
Loser's Guide to Life and Love, The. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 91.
Nothing. 2010 Honor List: A Small, Small World (*EJ* Extra). November 17–18.
Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88–92.
Othello. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 90.
Please Ignore Vera Dietz. 2010 Honor List: A Small, Small World (*EJ* Extra). November 18–19.
Revolution. 2010 Honor List: A Small, Small World (*EJ* Extra). November 19–20.
Revolver. 2010 Honor List: A Small, Small World (*EJ* Extra). November 20–21.
Romiette and Julio. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88.
Saving Juliet. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88–89.
Ship Breaker. 2010 Honor List: A Small, Small World (*EJ* Extra). November 21–22.
Something Rotten. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 90–91.
Something Wicked. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 91.
(Teaching Young Adult Literature) November 101–04.
Things a Brother Knows, The. 2010 Honor List: A Small, Small World (*EJ* Extra). November 22–23.
Trash. 2010 Honor List: A Small, Small World (*EJ* Extra). November 23–24.
Wednesday Wars, The. Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88.

bullying (see Preventing Bullying Behaviors [July theme])

collaborative/cooperative learning (see also Community in the Classroom, The [March theme])
And the Winner Is . . . Choosing a Middle School Author Laureate. May 80–84.
Dismantling Bullying with a Class Magazine: Creating Connections and Community. July 81–86.
"I Hate Group Work!" Social Loafers, Indignant Peers, and the Drama of the Classroom. March 83–89.
Trying on Reciprocal Teaching: A Novice's Struggle Becomes a Veteran's Success (Research for the Classroom). November 97–100.

Common Core State Standards (CCSS)
Buckle Up for Interesting Times. September 33–42.
Cyberbullying: Taking Control through Research-Based Letter Writing. July 70–74.
Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies. May 23–29.

community (see also Community in the Classroom, The [March theme])
Of Kin and Community. September 108–10.
Then and Now: The Thoughts of NCTE Members in 1960 and in 2010. September 133–38.
Three Things I Know for Sure (From the Secondary Section). September 15–16.
What Makes a Teaching Moment: Spheres of Influence in Professional Activity. September 56–62.

Community in the Classroom, The (March theme)
Bridging Gaps and Preserving Memories through Oral History Research and Writing. March 77–82.
Community in the Classroom (From the Secondary Section). March 13–15.
Connecting the Classroom, Community, and Curriculum (*EJ* in Focus). March 17–28.
Digitalk as Community. March 37–42.
(From the Editor) March 11–12.
Informal and Shared: Writing to Create Community. March 50–54.
Inviting Parents In: Expanding Our Community Base to Support Writing. March 29–36.
Novelzine: Reading and Writing Community. March 55–63.
Powerful Writing: Promoting a Political Writing Community of Students. March 64–69.
Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. March 70–76.
Wiki Literature Circles: Creating Digital Learning Communities. March 43–49.

critical literacy
"A Richer, Not a Narrower, Aesthetic": The Rise of New Criticism in *English Journal*. January 52–57.
Asking and Arguing with Fact and Fiction: Using Inquiry and Critical Literacy to Make Sense of Literature in the World. November 80–85.
Challenging Genre, Medium, and Text—Students as Authentic Readers and Writers (Adventures with Text and Beyond). March 90–93.
Constructing and Engaging Biography: Considerations for High School English Teachers. May 44–50.

diversity
Community of Scholars, A: The Native American Caucus. September 91–92.
Cultural Memory in the Classroom Public Space. September 89–90.
Reflecting on Cultivating New Voices among Scholars of Color. September 83–85.
Sustaining NCTE Values. September 63–68.

drama
"What's Past Is Prologue": *English Journal* Roots of a Performance-Based Approach to Teaching Shakespeare. January 60–65.

early-career teaching (see teaching, early-career)

***EJ* @ 100: Celebrating a Century of Publication (January theme)**
"A Richer, Not a Narrower, Aesthetic": The Rise of New Criticism in *English Journal*. January 52–57.
Constructions of Students in *English Journal* from 1970 to the Present. January 77–83.
Debates from the Past, Conversations about Our Future: Exploring the Early Issues of *English Journal*. January 36–41.
Editor's/Editors' Retrospective. January 24–25; 34–35; 42–44; 75–76; 84–85.
Editor's Retrospective: From Joy to Frustration and Back: A Journey of Love. January 66–67.
Editor's Retrospective: What I Learned from My Betters. January 58–59.
English Journal Article That Made a Difference, An: A Forum. January 19–23.
(From the Editor) January 13–15.

James Moffett's Legacy to *English Journal*. January 26–33.
Production Editor's Retrospective: *EJ*'s Illustrious Design History. January 50–51.
Rereading English's Past and Present through *English Journal*, 1912 and 2012. January 45–49.
Same as It Ever Was: Enacting the Promise of Teaching, Writing, and New Media. January 68–74.
Still Battling the Surf: Teaching English after 100 Years (From the Secondary Section). January 16–18.
"What's Past Is Prologue": *English Journal* Roots of a Performance-Based Approach to Teaching Shakespeare. January 60–65.

_EJ_ Extra (feature)
2010 Honor List: A Small, Small World. November 17–24.
How to Plump a Paper. March 105.

_EJ_ in Focus (feature)
Bullying Reconsidered: Educating for Emotional Literacy. July 18–25.
Connecting the Classroom, Community, and Curriculum. March 17–28.

English language learners
Lost in Translation: Assessing Writing of English Language Learners (Research for the Classroom). May 93–96.
Make Room for Our Voices: Using Poetry in Professional Development for Secondary ESL and ELA Teachers (Success with ELLs). January 92–94.
(Success with ELLs) January 92–94, May 97–101.
We Are All Writers! Building Second Language Writing Skills in the ELA Classroom (Success with ELLs). May 97–101.

From the Editor (feature)
(From the Editor) September 10–11, November 10–11, January 13–15, March 11–12, May 10–11, July 12.

From the Secondary Section (feature)
Community in the Classroom. March 13–15.
Green Pens, Marginal Notes: Rethinking Writing and Student Engagement. May 15–16.
Making the NCTE Centennial Celebration a Personal Event. September 12–14.
Mentoring New Teachers by Empowering the "Peeps." May 12–14.
Paying Attention to Ourselves: Modeling Anti-Bullying Behavior for Students. July 13–15.
Reading and Writing with Purpose: In and Out of School. November 12–13.
Still Battling the Surf: Teaching English after 100 Years. January 16–18.
Three Things I Know for Sure. September 15–16.
Through Their Eyes: Remembering September 11, 2001. November 14–15.

gender
Extraordinary Century for Women, An. September 69–75.

grammar
Becoming Self-Editors: Using Metacognition to Improve Students' Grammar Knowledge (Research for the Classroom). January 89–91.
Contentious Conversations. September 43–45.
Grammar Workshop, The: Systematic Language Study in Reading and Writing Contexts. May 63–71.

graphic novels
Interpreting Graphic Versions of Shakespearean Plays. May 30–36.
Using Graphic Texts in Secondary Classrooms: A Tale of Endurance. May 37–43.

Great Gatsby, The
Asking and Arguing with Fact and Fiction: Using Inquiry and Critical Literacy to Make Sense of Literature in the World. November 80–85.

history (see also _EJ_ @ 100: Celebrating a Century of Publication [January theme]; Reflections on the NCTE Centennial [September theme])
Bridging Gaps and Preserving Memories through Oral History Research and Writing. March 77–82.

Issues and Innovations (May theme)
And the Winner Is . . . Choosing a Middle School Author Laureate. May 80–84.
Constructing and Engaging Biography: Considerations for High School English Teachers. May 44–50.
(From the Editor) May 10–11.
Grammar Workshop, The: Systematic Language Study in Reading and Writing Contexts. May 63–71.
Green Pens, Marginal Notes: Rethinking Writing and Student Engagement (From the Secondary Section). May 15–16.
Interpreting Graphic Versions of Shakespearean Plays. May 30–36.
Juxtaposing Immigrant and Adolescent Girl Experiences: Literature for All Readers. May 17–22.
Lawnmowers, Parties, and Writing Groups: What Teacher-Authors Have to Teach Us about Writing for Publication. May 51–56.
Mentoring New Teachers by Empowering the "Peeps" (From the Secondary Section). May 12–14.
Putting the "Shop" in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School. May 57–62.
Using Graphic Texts in Secondary Classrooms: A Tale of Endurance. May 37–43.
Using Parody to Read and Write Original Poetry. May 72–79.
Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies. May 23–29.

Joy Luck Club, The
Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies. May 23–29.

King of the Screwups
Tough Talk as an Antidote to Bullying. July 30–36.

lesbian gay bisexual transgender questioning
Creating a Safe Zone: LGBTQ Work in NCTE. September 76–79.
Reconsideration of *College English*, November 1974, A: Separatists Unite! (But Has the Assimilation Begun?). September 80–82.

listening
Rhetorical Listening: When the Eye Defers to the Ear for Civic Discourse. September 105–07.

media
Beyond Bullying: Pairing Classics and Media Literacy. July 56–63.
"Like Reading" and Literacy Challenges in a Digital Age (Adventures with Text and Beyond). July 93–96.

mentoring new teachers
Finding the Golden Mean: Mentors and Student Teachers Working for Success (Mentoring Matters). May 85–87.
It's Just Like Dido Said: Improving the Experiences of International Teaching Colleagues (Mentoring Matters). July 97–99.
(Mentoring Matters) November 90–92, January 86–88, March 94–96, May 85–87, July 97–99.
Mentoring New Teachers by Empowering the "Peeps" (From the Secondary Section). May 12–14.
Open Support and Open Space (Mentoring Matters). January 86–88.
Rethinking Mentor Relationships (Mentoring Matters). March 94–96.
Teaching English as a Subversive Activity: Advice for New Teachers (Mentoring Matters). November 90–92.

multicultural literatures
Literary Changes, The: From the Book Room to the Discovery of American Literatures and NCTE. September 53–55.

NCTE (see Reflections on the NCTE Centennial [September theme])

new literacies
From Queen Mab to Big Boy: A Century of "New" Literacies. September 93–100.

Nineteen Eighty-Four
Mindcrime and Doublethink: Using Music to Teach Dystopian Literature. November 74–79.
nonfiction
Long-Term Effects of Bullying: Promoting Empathy with Nonfiction. July 87–92.
poetry
A hundred things she's not (Poetry). July 63.
Angels of Death (Poetry). May 14.
Assessment (Poetry). November 100.
Best Art is Force(d) (Poetry). March 89.
Boys Who Fish, The (Poetry). March 28.
Dead Sea Squirrels (Poetry). March 104.
First Day of Class (Poetry). November 16.
Kneed (Poetry). July 74.
Make Room for Our Voices: Using Poetry in Professional Development for Secondary ESL and ELA Teachers (Success with ELLs). January 92–94.
Olive Juice (Poetry). May 56.
Perfect Circle (Poetry). March 16.
Re: Unidentified Dyslexic in English 222 (Poetry). July 55.
Steve (Poetry). November 24.
Synthesis (Poetry). November 63.
Talking Video Games with My Stepson, 12 Years Old (Poetry). November 73.
Using Parody to Read and Write Original Poetry. May 72–79.
popular culture
Analyzing Classroom Literacy Events: What Observing Classroom Conversations about Popular Culture Can Reveal about Reading (Research for the Classroom). July 104–06.
Decoding Teacher and Student Identity with Jay-Z (Challenging Texts). November 86–89.
Mindcrime and Doublethink: Using Music to Teach Dystopian Literature. November 74–79.
"Signs of Life" in the High School Classroom: Analyzing Popular Culture to Provide Student Choice in Analytical Writing. November 44–49.
Preventing Bullying Behaviors (July theme)
A.S. King and C. J. Bott Talk about Bullying. July 50–55.
Are You a Writing Bully? Considerations for Teachers and Students (Professional Writing in the English Classroom). July 100–03.
Beyond Bullying: Pairing Classics and Media Literacy. July 56–63.
Bullying Reconsidered: Educating for Emotional Literacy (*EJ* in Focus). July 18–25.
Call It What It Is: Confronting the Teacher-on-Teacher Bully Down the Hall. July 64–69.
Confronting Bullying: It Really Can Get Better (Speaking My Mind). July 110–13.
Cyberbullying: Taking Control through Research-Based Letter Writing. July 70–74.
Dismantling Bullying with a Class Magazine: Creating Connections and Community. July 81–86.
"Everything . . . Affects Everything": Promoting Critical Perspectives toward Bullying with *Thirteen Reasons Why*. July 75–80.
Exploring Character through Narrative, Drama, and Argument. July 37–43.
(From the Editor) July 12.
"Like Reading" and Literacy Challenges in a Digital Age (Adventures with Text and Beyond). July 93–96.
Long-Term Effects of Bullying: Promoting Empathy with Nonfiction. July 87–92.
Mythology of the Norm: Disrupting the Culture of Bullying in Schools (Speaking My Mind). July 107–09.
Paying Attention to Ourselves: Modeling Anti-Bullying Behavior for Students (From the Secondary Section). July 13–15.
Tough Talk as an Antidote to Bullying. July 30–36.
Using *Warriors Don't Cry* in a Capstone Project to Combat Bullying. July 44–49.
What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? (Student Voices). July 28–29.
What Literature Fosters the Examination of Bullying Behaviors? (Teacher to Teacher). July 26–27.
professional development
Call It What It Is: Confronting the Teacher-on-Teacher Bully Down the Hall. July 64–69.
Doing vs. Being: Working Hard for NCTE/CCCC. September 117–18.
Finding a Professional Home through CEE Commissions. September 119–20.
Good Things Come to Those Who Attend the NCTE Annual Convention. September 86–87.
James Moffett's Legacy to *English Journal*. January 26–33.
Lawnmowers, Parties, and Writing Groups: What Teacher-Authors Have to Teach Us about Writing for Publication. May 51–56.
Living Library of NCTE, The. September 48–52.
Make Room for Our Voices: Using Poetry in Professional Development for Secondary ESL and ELA Teachers (Success with ELLs). January 92–94.
NCTE & Me: Reflections on the Council's Role in One Teacher's Life. September 111–16.
Reflecting on Cultivating New Voices among Scholars of Color. September 83–85.
Researching Practice and Practicing Research. September 101–02.
Three Things I Know for Sure (From the Secondary Section). September 15–16.
What Makes a Teaching Moment: Spheres of Influence in Professional Activity. September 56–62.
reading (see also Students Reading and Writing for Their Own Purposes [November theme])
Putting the "Shop" in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School. May 57–62.
Sixty Years of Language Arts Education: Looking Back in Order to Look Forward. September 17–25.
real-world connections
Connecting the Classroom, Community, and Curriculum (*EJ* in Focus). March 17–28.
Inviting Parents In: Expanding Our Community Base to Support Writing. March 29–36.
Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. March 70–76.
Reflections on the NCTE Centennial (September theme)
Achievement Awards in Writing: The Gold Standard of Contests. September 131–32.
Buckle Up for Interesting Times. September 33–42.
CEE and Life as an English Educator. September 121–22.
Celebration and Conversation, Consensus and Dissent: What NCTE Means to Me. September 26–32.
CommuniCAT(E)ing with NCTE. September 128–30.
Community of Scholars, A: The Native American Caucus. September 91–92.
Contentious Conversations. September 43–45.
Creating a Safe Zone: LGBTQ Work in NCTE. September 76–79.
Cultural Memory in the Classroom Public Space. September 89–90.
Doing vs. Being: Working Hard for NCTE/CCCC. September 117–18.
Early Childhood Education Assembly: Changing the Face of Early Literacy Education within NCTE and Beyond. September 123–25.
Extraordinary Century for Women, An. September 69–75.
Finding a Professional Home through CEE Commissions. September 119–20.

From Queen Mab to Big Boy: A Century of "New" Literacies. September 93–100.
(From the Editor) September 10–11.
Good Things Come to Those Who Attend the NCTE Annual Convention. September 86–87.
Joining TYCA at the NCTE Table: Our Roles as Guests, Speakers, Writers, and Advocates. September 126–27.
Literary Changes, The: From the Book Room to the Discovery of American Literatures and NCTE. September 53–55.
Living Library of NCTE, The. September 48–52.
Making the NCTE Centennial Celebration a Personal Event (From the Secondary Section). September 12–14.
NCTE & Me: Reflections on the Council's Role in One Teacher's Life. September 111–16.
Never More Crucial: Support for the Learning and Teaching of English. September 46–47.
Of Kin and Community. September 108–10.
Recollections of a "Reclaiming the Dream" Conference. September 88.
Reconsideration of *College English*, November 1974, A: Separatists Unite! (But Has the Assimilation Begun?). September 80–82.
Reflecting on Cultivating New Voices among Scholars of Color. September 83–85.
Researching Practice and Practicing Research. September 101–02.
Revisiting LaBrant's "Writing Is More than Structure" (*English Journal*, May 1957). September 103–04.
Rhetorical Listening: When the Eye Defers to the Ear for Civic Discourse. September 105–07.
Sixty Years of Language Arts Education: Looking Back in Order to Look Forward. September 17–25.
Sustaining NCTE Values. September 63–68.
Then and Now: The Thoughts of NCTE Members in 1960 and in 2010. September 133–38.
Three Things I Know for Sure (From the Secondary Section). September 15–16.
What Makes a Teaching Moment: Spheres of Influence in Professional Activity. September 56–62.

research

Analyzing Classroom Literacy Events: What Observing Classroom Conversations about Popular Culture Can Reveal about Reading (Research for the Classroom). July 104–06.
Becoming Self-Editors: Using Metacognition to Improve Students' Grammar Knowledge (Research for the Classroom). January 89–91.
Lost in Translation: Assessing Writing of English Language Learners (Research for the Classroom). May 93–96.
Punctuation: The Power and the Possibilities (Research for the Classroom). March 101–03.
Research for the Classroom. November 97–100, January 89–91, March 101–03, May 93–96, July 104–06.
Trying on Reciprocal Teaching: A Novice's Struggle Becomes a Veteran's Success (Research for the Classroom). November 97–100.

rhetoric

Rhetorical Listening: When the Eye Defers to the Ear for Civic Discourse. September 105–07.

Scarlet Letter, The

Making the Classics Matter to Students through Digital Literacies and Essential Questions. November 37–43.

Shakespeare, William

Beyond Bullying: Pairing Classics and Media Literacy. July 56–63.
Interpreting Graphic Versions of Shakespearean Plays. May 30–36.
Making Writing Matter: Student Choice and Professional Writing (Professional Writing in the English Classroom). November 95–96.
Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88–92.
Student Writers as Problem Solvers in Literature Classrooms (Professional Writing in the English Classroom). November 93.
"What's Past Is Prologue": *English Journal* Roots of a Performance-Based Approach to Teaching Shakespeare. January 60–65.

Speaking My Mind (feature)

Confronting Bullying: It Really Can Get Better (Speaking My Mind). July 110–13.
Logging In: Connecting with Secondary Students Online (Speaking My Mind). May 102–03.
Mythology of the Norm: Disrupting the Culture of Bullying in Schools (Speaking My Mind). July 107–09.
Waving the Yellow Flag on Data-Driven Assessment of Writing (Speaking My Mind). May 104–05.

strategies/practices

Analyzing Classroom Literacy Events: What Observing Classroom Conversations about Popular Culture Can Reveal about Reading (Research for the Classroom). July 104–06.
And the Winner Is . . . Choosing a Middle School Author Laureate. May 80–84.
Asking and Arguing with Fact and Fiction: Using Inquiry and Critical Literacy to Make Sense of Literature in the World. November 80–85.
Becoming Self-Editors: Using Metacognition to Improve Students' Grammar Knowledge (Research for the Classroom). January 89–91.
Beyond Bullying: Pairing Classics and Media Literacy. July 56–63.
Bridging Gaps and Preserving Memories through Oral History Research and Writing. March 77–82.
Challenging Genre, Medium, and Text—Students as Authentic Readers and Writers (Adventures with Text and Beyond). March 90–93.
Connecting the Classroom, Community, and Curriculum (*EJ* in Focus). March 17–28.
Constructing and Engaging Biography: Considerations for High School English Teachers. May 44–50.
Creative and Critical Engagement: Constructing a Teen Vision of the World. November 25–29.
Cyberbullying: Taking Control through Research-Based Letter Writing. July 70–74.
Digitalk as Community. March 37–42.
Dismantling Bullying with a Class Magazine: Creating Connections and Community. July 81–86.
"Everything . . . Affects Everything": Promoting Critical Perspectives toward Bullying with *Thirteen Reasons Why*. July 75–80.
Exploring Character through Narrative, Drama, and Argument. July 37–43.
Grammar Workshop, The: Systematic Language Study in Reading and Writing Contexts. May 63–71.
"I Can't Believe We Read This Whole Book!" How Reading for Their Own Purposes Affected Struggling Teens. November 30–36.
"I Hate Group Work!" Social Loafers, Indignant Peers, and the Drama of the Classroom. March 83–89.
Informal and Shared: Writing to Create Community. March 50–54.
Interpreting Graphic Versions of Shakespearean Plays. May 30–36.
Inviting Parents In: Expanding Our Community Base to Support Writing. March 29–36.
Juxtaposing Immigrant and Adolescent Girl Experiences: Literature for All Readers. May 17–22.
"Like Reading" and Literacy Challenges in a Digital Age (Adventures with Text and Beyond). July 93–96.
Literature-Based Professional Writing: An Oxymoron Whose Time Has Come

(Professional Writing in the English Classroom). March 97–100.
Long-Term Effects of Bullying: Promoting Empathy with Nonfiction. July 87–92.
Making the Classics Matter to Students through Digital Literacies and Essential Questions. November 37–43.
Mindcrime and Doublethink: Using Music to Teach Dystopian Literature. November 74–79.
Novelzine: Reading and Writing Community. March 55–63.
Powerful Writing: Promoting a Political Writing Community of Students. March 64–69.
Purpose beyond Their Years: Students Analyze Future Genres. November 50–56.
Putting the "Shop" in Reading Workshop: Building Reading Stamina in a Ninth-Grade Literacy Class in a Bronx Vocational High School. May 57–62.
"Signs of Life" in the High School Classroom: Analyzing Popular Culture to Provide Student Choice in Analytical Writing. November 44–49.
They Can Get There from Here: Teaching for Transfer through a "Writing about Writing" Course. November 57–63.
Tough Talk as an Antidote to Bullying. July 30–36.
Twenty-First-Century Adolescents, Writing, and New Media: Meeting the Challenge with Game Controllers and Laptops. November 68–73.
Using Graphic Texts in Secondary Classrooms: A Tale of Endurance. May 37–43.
Using Parody to Read and Write Original Poetry. May 72–79.
Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies. May 23–29.
Using *Warriors Don't Cry* in a Capstone Project to Combat Bullying. July 44–49.
We Are All Writers! Building Second Language Writing Skills in the ELA Classroom (Success with ELLs). May 97–101.
When I Stopped Writing on Their Papers: Accommodating the Needs of Student Writers with Audio Comments. November 64–67.
Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. March 70–76.
Wiki Literature Circles: Creating Digital Learning Communities. March 43–49.

Students Reading and Writing for Their Own Purposes (November theme)
Creative and Critical Engagement: Constructing a Teen Vision of the World. November 25–29.
(From the Editor) November 10–11.
"I Can't Believe We Read This Whole Book!" How Reading for Their Own Purposes Affected Struggling Teens. November 30–36.
Making the Classics Matter to Students through Digital Literacies and Essential Questions. November 37–43.
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Student Voices (feature)
What Can Bystanders Do to Prevent Bullying of Students Who Are Different (or Perceived as Different) from Others? July 28–29.

teacher education
CEE and Life as an English Educator. September 121–22.
Debates from the Past, Conversations about Our Future: Exploring the Early Issues of *English Journal*. January 36–41.

Teacher to Teacher (feature)
What Literature Fosters the Examination of Bullying Behaviors? July 26–27.

teaching, early-career
Finding the Golden Mean: Mentors and Student Teachers Working for Success (Mentoring Matters). May 85–87.
(Mentoring Matters) November 90–92, January 86–88, March 94–96, May 85–87, July 97–99.
Open Support and Open Space (Mentoring Matters). January 86–88.
Rethinking Mentor Relationships (Mentoring Matters). March 94–96.
Teaching English as a Subversive Activity: Advice for New Teachers (Mentoring Matters). November 90–92.

teaching for social justice
Student Writers as Problem Solvers in Literature Classrooms (Professional Writing in the English Classroom). November 93–96.
This I Wish to Change: Social Awareness and Action (Professional Writing in the English Classroom). November 93–95.

technology
Cyberbullying: Taking Control through Research-Based Letter Writing. July 70–74.
Digitalk as Community. March 37–42.
Logging In: Connecting with Secondary Students Online (Speaking My Mind). May 102–03.
Same as It Ever Was: Enacting the Promise of Teaching, Writing, and New Media. January 68–74.
When I Stopped Writing on Their Papers: Accommodating the Needs of Student Writers with Audio Comments. November 64–67.
Wiki Literature Circles: Creating Digital Learning Communities. March 43–49.

Thirteen Reasons Why
"Everything . . . Affects Everything": Promoting Critical Perspectives toward Bullying with *Thirteen Reasons Why*. July 75–80.

video games
Twenty-First-Century Adolescents, Writing, and New Media: Meeting the Challenge with Game Controllers and Laptops. November 68–73.

Warriors Don't Cry
Using *Warriors Don't Cry* in a Capstone Project to Combat Bullying. July 44–49.

writing (see also Students Reading and Writing for Their Own Purposes [November theme])
Achievement Awards in Writing: The Gold Standard of Contests. September 131–32.
Are You a Writing Bully? Considerations for Teachers and Students (Professional Writing in the English Classroom). July 100–03.
Bridging Gaps and Preserving Memories through Oral History Research and Writing. March 77–82.
Dismantling Bullying with a Class Magazine: Creating Connections and Community. July 81–86.
Exploring Character through Narrative, Drama, and Argument. July 37–43.
Grammar Workshop, The: Systematic Language Study in Reading and Writing Contexts. May 63–71.
Informal and Shared: Writing to Create Community. March 50–54.
Lawnmowers, Parties, and Writing Groups: What Teacher-Authors Have to Teach Us about Writing for Publication. May 51–56.
Literature-Based Professional Writing: An Oxymoron Whose Time Has Come (Professional Writing in the English Classroom). March 97–100.
Lost in Translation: Assessing Writing of English Language Learners (Research for the Classroom). May 93–96.
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Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. March 70–76.

young adult literature

And the Winner Is . . . Choosing a Middle School Author Laureate. May 80–84.
A.S. King and C. J. Bott Talk about Bullying. July 50–54.
"Everything . . . Affects Everything": Promoting Critical Perspectives toward Bullying with *Thirteen Reasons Why*. July 75–80.
"Like Reading" and Literacy Challenges in a Digital Age (Adventures with Text and Beyond). July 93–96.
Making Magic with YAL (Teaching Young Adult Literature). November 101–04.
Novelzine: Reading and Writing Community. March 55–63.
(Off the Shelves). May 88–92.
Old Tales Made New Again: Shakespeare's Place in Young Adult Literature (Off the Shelves). May 88–92.
Teaching Young Adult Literature. November 101–04.
Tough Talk as an Antidote to Bullying. July 30–36.

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Day 40
CAPITALIZATION:
1. the cathedral of hagia sophia, located in istanbul, turkey, and once part of the eastern orthodox church, is now a museum.

PUNCTUATION:

If the entire sentence is not a direct quotation, place quotation marks only around the required item. However, place a period or a comma within quotation marks.

Ex.— Have you read the article, "Imagine"?
I read the article, "Imagine."

2. Amused Jacys mom entitled her short story The Mad Mother

PARTS OF SPEECH: PRONOUNS
Remember:

Nominative pronouns can serve as the subject or a predicate nominative of a sentence. Nominative pronouns include *I, he, she, we, they, who, you, and it.*

Subject: Who opened the door?
Predicate Nominative: The art-contest winner was he.
Proof: He was the art-contest winner

Write S if the pronoun serves as a subject; write PN if the pronoun serves as a predicate nominative.

3. a. ____ Before lunch in a cafe, they went to a home-supply shop.
   b. ____ My aunt is she in sandals.

SUBJECT-VERB AGREEMENT:

Underline the subject once and the verb or verb phrase twice.

4. a. That group of girls (dance, dances) at professional basketball games.
   b. A stroke (result, results) in a sudden loss of brain activity.

SENTENCE COMBINING:

5. Hannah is a disc jockey.
   She owns her own company.
   Her company is called Roundabout Entertainment.

EGUS Grade 9, Day 40
Explanation:

1. Students practice capitalizing the first word, a building, a city, a country, and a religious reference.
2. Students learn placement of quotation marks as well as periods and commas within titles. They also practice the apostrophe with a possessive noun and a comma with both an introductory verbal and an appositive.
3. Students learn nominative pronouns and an easy "proof" for correct pronoun usage.
4. Students practice subject-verb agreement. Concepts are introduced and practiced cyclically throughout.
5. This sentence combining is designed to encourage students to use relative clauses in their writing.